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ABSTRACT

The organization, rationale, methods of implementation, and the first year results of a project designed to enhance career development of minority (both sexes) and women graduate-level faculty in the domain of knowledge production and dissemination are described. The National Institute of Education project, entitled Seminar-Workshop on Writing for Funding and Publication, was held at Ohio State University and involved 20 participants from different colleges. The seminar focused on processes of grantspersonship, proposal development/review, journal manuscript preparation, and book prospectus development. The inservice program was designed to address the general lack of exposure of female and minority persons to writing grant proposals and manuscripts. The seminar was basically a "how to do it" session, and participants listened to lectures, discussed, and consulted with editors and grant consultants regarding their manuscripts and grant proposals. They learned such things as how to identify private and public funding sources; the operational and philosophical differences between foundation and government agencies; how to utilize grants reference materials; what a good proposal looks like; and the politics of getting published and of getting grants funded. At the workshop, which was held three months later, participants submitted completed grant proposals and articles so that they could be reviewed and critiqued by the project principals and participants. Ten persons represented predominantly institutions, and one a predominantly white female institution. Nineteen persons were in department of education, and one was in a psychology department. The selection criteria and project personnel are identified. Accomplishments of the participants in writing and funding for publication are noted. (SW)

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CAREER DEVELOPMENT FOR MINORITY AND WOMEN FACULTY

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INTRODUCTION

During the last two years of my graduate study at The Ohio State University, I have been involved, as a graduate associate, in a National Institute of Education sponsored project titled "Seminar-Workshop on Writing for Funding and Publication". The purpose of this project was to help minority and women graduate-level faculty improve their manuscript and grant proposal writing skills. This project was sponsored under the National Institute of Education's Experimental Program for Opportunities in Advanced Study and Research in Education. The purpose of this presentation is to explain the organization, rationale, methods of implementation and the first year results of the project.

Congress and the National Institute of Education both publicly acknowledged that 1)the United States government attempts to provide equal educational opportunity to every one, and 2)that even so, inequality of opportunity continues to exist. In response to this situation the following actions were taken:

1. Congress directed and granted to the National Institute of Education the power "to conduct educational research, train individuals in educational research; and to assist and foster such research, collection, dissemination, or training. . . ." (1981 Experimental Program for Opportunities in Advanced Study and Research in Education Announcement, p. 1);

2. The National Institute of Education drafted Resolution 75-19.6 which states:

> "It shall be the policy of the National Institute of Education to increase the participation of minority persons and women in the research and

> development efforts of the nation through ensuring that qualified minority firms and individuals and qualified women are given informed opportunity to participate in NIE programs, and through efforts to increase the numbers, qualifications and performance of minority firms engaged in education R&D Experimental Program for Opportunities in Advanced Study and Research in Education Announcement, p.2); and

3. The National Institute of Education created a grants program - the Experimental Program for Opportunities in Advanced Study and Research in Education - to accomplish the goal of this resolution (Experimental Program for Opportunities in Advanced Study and Research in Education Announcement, p.2).

PURPOSE

The purpose of the project was "to provide in-service education for professorial personnel interested in enhancing their professional communcation skills, and specifically, to write acceptable research and development proposals, journal articles, and book manuscripts" (GRANT PROPOSAL NO. NIE-G-79-0057 written by Robert J. Silverman).

RATIONALE

Success in publishing and grant proposal writing is important to faculty professional development. However, female and minority persons, as well as education professorial personnel are not well socialized into these types of activities (Clark & Guba). Therefore, they are not greatly involved in knowledge production and dissemination activities. Involvement can be improved because the communication skills necessary to writing grant proposals and manuscripts can be taught and learned; and as a consequence

more women, minority persons and education faculty will become more productive. In consideration of these points, we felt that an in-service program such as the project was appropriate.

PROCEDURE

We selected and invited twenty minority and women graduate faculty to the Ohio State University to participate in the Seminar-Workshop.

The Seminar-Workshop was a two part program. The Seminar was held October 7-12, 1979 and the Workshop was held three months later January 13-15, 1980.

The Seminar was basically a "How to do it" session. Participants listened to lectures, discussed, consulted with editors and grants consultants regarding their manuscripts and grant proposals. In this session they learned such things as how to identify private and public funding sources; the operational and philosophical differences between foundation and government agencies; how to utilize grants reference materials; what a good proposal looks like; how to write a good proposal; the politics of getting published; the politics of getting grants funded; what a good manuscript looks like; how to write one; and how to match articles to journal types.

The workshop was the time for participants to submit completed grant proposals and articles so that they could be reviewed and critiqued by the project principals and the participants.

RECRUITMENT

Since our focus was minority and women graduate-level faculty, we selected colleges and institutions serving women and black students predominantly as our population.

We sent out initial cover letters to presidents, deans and department heads in education informing them of the program and asking for their assistance in disseminating the announcement/application to their faculties. In response we received 159 applications. To these persons we sent out a letter requesting that they submit to us a date packet composed of the folloiwng items:

1. a vita
2. a description of range of responsibilities
3. copies of journal manuscripts (published or unpublished)
4. copies of grant proposals (funded or unfunded)

We received 75 completed packets by the deadline. From this pool of applicants we selected the following participants:

Jean Brown	Mississippi University for Women Columbus, Mississippi
Fran Cagnassola	Marywood College Scranton, Pennsylvania
Ann Carter	Howard University Washington, D.C.
Anita Davis	Converse College Spartanburg, South Carolina
John Dunn	Atlanta University Atlanta, Georgia
Beverly Gordon	Ohio State University Columbus, Ohio
Raymond T. Handy	Tuskegee Institute Tuskegee Institute, Alabama

Jo Anne Hecker	University of Miami Coral Gables, Florida
John Hendricks	Alcorn State University Lorman, Mississippi
Albert Jaramillo	University of Michigan Ann Arbor, Michigan
Ja Arthur Jahannes	Hampton Institute Hampton, Virginai
Sarah Lang	Central State University Wilberforce, Ohio
Billie Lee	Jackson State University Jackson, Mississippi
Edna Mitchell	Mills College Oakland, California
Willie J. Rawls	Tuskegee Institute Tuskegee Institute, Alabama
Betty Taylor	Rutgers University New Brunswick, New Jersey
Jo Anne Vacca	Russell Sage College Troy, New York
Quintin Vargas	Laredo State University Laredo, Texas
Barnetta White	North Carolina Central University Durham, North Carolina

Of the twenty participants, six were black females, six were white females, five were black males, one was a white male, one a Chicana male, and one a native American male. Regionally, twelve were from the south, four from the northeast, one was from the District of Columbia, two were from the midwest, and one was from the west. Ten persons represented predominantly black institutions, nine represented predominantly white institutions and one a predominantly white female institution. Nineteen persons were in departments of education, one was in a department of psychology. There were

seventeen graduate faculty members, two administrators and one graduate student. Eighteen persons taught education courses, one taught psychology courses, and one taught no courses. One person had had a grant proposal funded; nineteen had not. Nine persons had published articles; eleven had not.

Selection criteria

The applicants were judged in a two-stage procedure. The first set of criteria were as a follows:

1. Is the person a graduate faculty member in Education?
2. Does the person teach graduate students?
3. Has the person written manuscripts for publication? (acceptance not critical)
4. Has the person written a grant proposal? (funding status not critical)

Following the selection of persons who met these standard criteria, the committee approved those among them who 1)were not currently so successful that our intervention could not improve an already impressive professional record; 2)were not deficient in basic communication and methodological skills, as evidenced by materials sent in packet; 3)had attempted publication/grantspersonship during the past three years; 4)had demonstrated openness to professional growth via transmittal letter; and 5)indicated involvement on governance committee and graduate school councils suggesting applicant's degree of integration in campus communities.

PERSONNEL

Personnel for the project included Robert J. Silverman, Project Director and Investigator; Linda Meadows, McIver Woody, William J. Gealy, Patrick Kennicott, Richard D. Fortner, and Margaret Duber Snyder - consultants from the Ohio State University Research Foundation; Weldon Kefauver, Kummi Ranjit,

Carol Sykes and Lynne S. Wakefield - consultants from the Ohio State University Press; Phyliss Cunningham, Laurine Fitzgerald, F. Grann Lloyd, Lester Mann, and Carolyn Mullins - editorial consultants; Elizabeth Tidball, Geroge Washington University; and Mari Nelson, Graduate Research Associate.

RESULTS

Participants' evaluation forms indicated that the Seminar-Workshop was successful in that it enhanced their professional capability and career opportunities by involving them in both formal and informal communication networks; assisted in the development of their skills and understandings regarding educational research performed by minority persons and women; and increased professional self confidence evidenced by their improved relationships with peers and graduate students, promotions and assumption of leadership roles in writing for funding and publication and in success rates in funding activities. Specifically, participants reported that four annotated bibliographies had been published, three proposals written, six proposals submitted, four proposals funded, five articles written, four articles submitted, two articles published, a book prospectus submitted, three conference papers presented, numerous seminars and workshops facilitated, some promotions granted and one graduate course designed and implemented. Based on these evaluation comments, the project accomplished its stated goals.

BIBLIOGRAPHY

Silverman, Robert J. NIE Grant Proposal No.G-79- 0057 titled "Seminar-Workshop on Writing for Funding and Publication." National Institute of Education, Ohio State University, 1979.

(Quote from Clark and Guba was taken from text of this document.)